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ABSTRACT

This project's goal is to identify and develop management strategies which would allow for the implementation of a number of approaches for providing preservice teachers, beginning teachers, medical students, administrative interns, and graduate students with a year-long field experience. This report discusses the results of field tests, particularly as they relate to selection; placement; cooperative planning; a variety of experiences; supervision; the demonstration, assessment, feedback, and documentation of competencies; and training and evaluation. Specific recommendations for possible implementation are also discussed. A number of issues and concerns must be addressed before full implementation of the year-long internship program, including management, commitment, rewards and resources, and selection. A schedule of project activities and a manual for the supervision team are appended to this report. (CJ)

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Leon County-Florida State University/Florida A & M University

Year-Long Internship/Beginning Teacher Project Report

James M. Croteau

Project Director

PROJECT REPORT

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OVERVIEW

The Leon County-FSU/FAMU Year-Long Internship/Beginning Teacher Project described management strategies which would allow for the implementation of a number of approaches to providing for a year-long field experience. These strategies are based upon a number of assumptions, the most important of which is that this program would bring about an improvement of the profession with an approach that is better than that is currently in use.

The results of field test activities are discussed, particularly as they relate to selection, placement, cooperative planning, a variety of experiences, supervision, the demonstration, assessment, feedback and documentation of competencies, training and evaluation. Specific recommendations for possible implementation are also discussed.

A number of issues and concerns are also raised which must be answered before full implementation of the year-long internship program can be considered. Additionally sample state board rules are included as an appendix to this report.

REVIEW OF THE LEON COUNTY-FSU/FAMU PROPOSAL

Review of the Leon County-FSU/FAMU Proposal

The Leon County Teacher Education Center and its collaborative partners, the Leon County School District, Leon County teachers, Florida A & M University and Florida State University proposed to develop a "Multi-faceted model for the Year-long Internship." What was proposed was neither the "year long internship" nor the "beginning teacher program" that were defined in the RFP, but rather a model for providing both of these through the cooperative efforts of two universities and a school district. "Internship" is used in its generic sense to describe the year long practicum teaching experience of a teacher education candidate whenever it occurs, and is not restricted in our program to an undergraduate connotation.

With the realization that most districts and universities would operate one or more different approaches to providing for a supervised internship experience, our proposal included a description of several alternatives that we saw as reasonable. We have worked to develop a cooperative management system capable of responding to the needs of both university and district-based programs, which may include a fourth year internship, a fifth year internship, a beginning teacher program, and/or a graduate degree program internship.

It is our belief that some or all of the components included in our multi-faceted model can and probably will be implemented in each of the largest and medium-sized districts through their TEC's and cooperative institutions. These districts can easily accomodate fourth-year interns (Component 1 below), hire new teachers each year (Component 2), have a sufficient turnover in aide and instructional assistant positions to accomodate medical/administrative-type internships (Component 3), and in cooperation with one or more nearby universities, offer the graduate degree internship (Component 4). All the components require additional human and material resources for the supervision and training required in a performance-based teacher education program. Only Component 4 requires identification of new sources of funding for the support of the participants themselves.

We envision teacher educators at the university level, district administrators, TEC personnel and other members of the teaching profession and professional associations, working together to determine the appropriate utilization of the various components. Some programs in some districts would be able to utilize the fourth-year option or the medical/administrative component. Other programs would involve preparing candidates for a fifth year of training whether as part of a beginning teacher option or a year-long graduate degree internship. The Leon-FAMU/FSU report will describe procedures for

managing and implementing each of these components.

Component 1: Fourth-Year Internship (Undergraduate level)

We assume that at least three options exist under this component.

a. A revised fourth year which shifts some requirements to earlier in the academic experience, eliminates others and transfers some experiences and learnings to the individual's responsibility. Candidates would be assigned ever-increasing time and responsibilities within one or more public school settings.
b. A revised clinical experience format which includes structured observation and participation during two to four years of collegiate preparation. The aggregate, including sufficient responsibilities to demonstrate competencies, would be the equivalent of a year-long internship.
c. Other innovative university-based responses to the mandate, such as the fourteen quarter program. This would add a two-quarter internship to the current one-quarter (or an additional semester) and would include a revision of the nature of the experience to meet new certification requirements.

Component 2: Beginning Teacher Program

We assume that a substantial percentage of teacher candidates will seek and obtain employment in Florida school districts after successful completion of an approved teacher education program, holding a temporary teaching certificate. These teachers will have full or reduced teaching responsibilities, depending on district and school flexibility. The TEC, working with the district, teachers and universities, would coordinate the appropriate supervision of teaching experiences, the opportunity for continued professional growth through assessment, feedback and guided practice, and the vehicles for demonstration of competencies required for regular certification.

Component 3: Medical/Administrative-type Intern Program

Increases in Title I, ESAA, PREP and other compensatory programs have contributed to the availability of a large number of aide, instructional assistant and para-professional positions. Many districts are finding it difficult to adequately fill these positions, making it feasible to use these resources to support an intern program similar to that of the medical profession or the administrative internship which has been demonstrated through FAMU, FSU and other institutions.

The district would be able to utilize non-instructional and instructional funds to hire a number of prospective teachers as instructional assistants/interns. The participants will

be assigned to schools while completing duties as a paid employee and participating in a flexible period of experiences and training appropriate to an internship. Activities related to demonstration, training and guided practice will occur both as part of the instructional assistant's responsibilities and as part of a flexible period in the field of interest.

Component 4: Graduate Degree Internship

The fourth component is a derivative of the Ford Foundation Internship begun during the 1960's and the Teacher Corps internships now in use across the country. This component might be implemented as a TEC/University scholarship or teaching fellowship program. Candidates selected for this option would be high quality prospective teachers.

Candidates would enroll in college courses for the summer quarters both prior to and following the internship year. Experiences in the schools would be scheduled to provide for the maximum learning in a variety of settings, with time for professional seminars and other opportunities for academic growth. Participants would complete all or a substantial portion of the requirements for a graduate degree during the summer-year-summer program. Both the university and TEC would cooperate in determining participants and programs of experience, working with the candidates themselves.

Figure 1 illustrates the four components in the multi-faceted model.

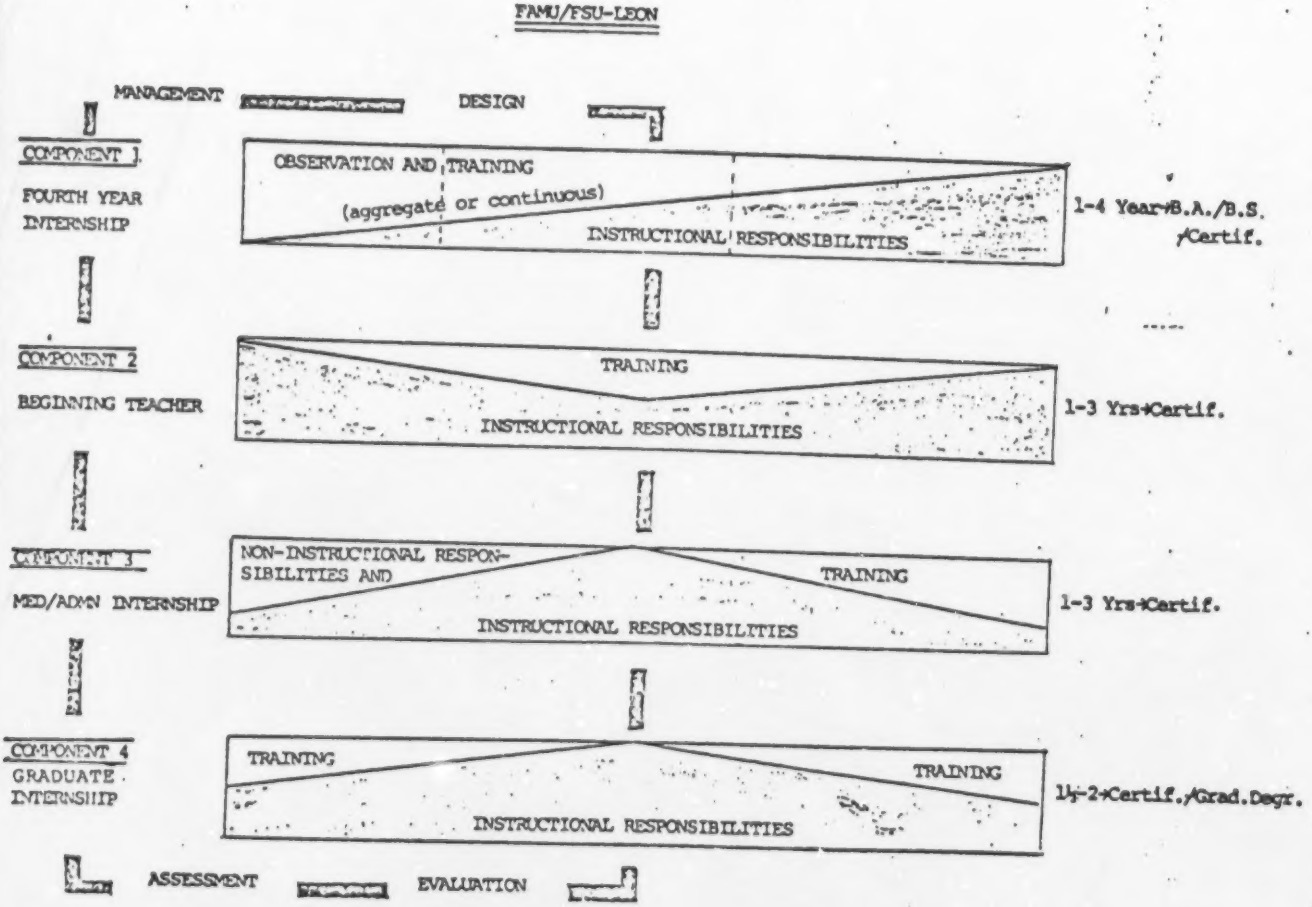
FAMU/FSU-LEON
MANAGEMENT
DESIGN
COMPONENT 1
FOURTH YEAR INTERNSHIP
OBSERVATION AND TRAINING
(aggregate or continuous)
INSTRUCTIONAL RESPONSIBILITIES
1-4 Year+B.A./B.S. /Certif.
COMPONENT 2
BEGINNING TEACHER
TRAINING
INSTRUCTIONAL RESPONSIBILITIES
1-3 Yrs+Certif.
COMPONENT 3
MED/ADMN INTERNSHIP
NON-INSTRUCTIONAL RESPONSIBILITIES AND
TRAINING
INSTRUCTIONAL RESPONSIBILITIES
1-3 Yrs+Certif.
COMPONENT 4
GRADUATE INTERNSHIP
TRAINING
TRAINING
INSTRUCTIONAL RESPONSIBILITIES
1½-2+Certif./Grad.Degr.
ASSESSMENT
EVALUATION

Figure 1

Review of the Project Assumptions

The developers of the Leon-FSU/FAMU proposal began with a set of assumptions which are considered still viable following the six months of project activities. These assumptions are based upon research and discussion in the professional literature, and include:

1. There is a need for an extended introduction into the profession for new teachers.
   A year's supervised practicum in a field setting offers the beginner more time and opportunity to develop than is provided by the system now in effect. The individual will be offered more training and participation in a greater variety of instructional experiences during that year. Moreover, the evaluation of individual progress will be more extensive and easier to coordinate as a new teacher will be better able to demonstrate sustained interest and ability in teaching young people. At the termination of the experiences, all parties involved should be able to predict future success with a greater degree of accuracy.
2. A year long experience must provide for cooperative responsibility for program design and assessment of results.
   The supervised internship is only a part of the overall teacher education program. It must be consistent with preservice and inservice professional training and school practices. The higher education institution and the school system share equally the responsibility for designing, implementing and evaluating the program.
3. No single component or uni-dimensional model will be appropriate for all districts and universities in the state.
   As much as we believe that a fifth year graduate degree program will have the greatest impact upon improving the profession, we realize that limited resources, teacher shortages in some areas and other factors make other alternatives more attractive. The differences in districts and universities will require that optional programs be approved. Our belief is that most districts and universities will have one or more of the components we describe and address in our proposal.
4. The integration of theory and practice is made possible in the year-long experience that is not possible in current programs.
   With a shift of the location of training to the school setting, the opportunities to implement and evaluate the effectiveness of teacher preparation will increase. Not only will the teacher candidate be better assessed, but so will his/her program of professional training.
5. Implementation of the year long experience will produce a different and better program for teacher preparation.

If the year long internship becomes just another name for what is already happening in the profession, it will be a waste of time and energy. Supervised involvement of inexperienced teachers in sustained activity in the public schools is a movement toward balance between campus and field experiences. It must be a step forward toward providing greater balance and relevancy in teacher education.

Project Orientation

The thrust of the Leon-FSU/FAMU project was to identify and develop management procedures and strategies for each and all of the components of the model.

In examining the components, there appeared to be a number of areas that "cut across" each. These common elements were reviewed and expanded by the project task force and provided, along with the assumptions, the orientation to the direction for project activities.

1. There must be at least nine months of activity in a field setting. The time periods could be within a single academic or calendar year or may be an aggregate of structured experiences over two to four years.
2. There must be a provision for experiences in a variety of settings with a variety of students.
3. The field experiences must be in the form of a practicum, including full teaching responsibilities in an instructional setting under adequate supervision.
4. There must be a demonstration of competencies to include the generic skills and related subskills that are necessary to verify satisfactory teaching performance.
5. Adequate documentation of demonstrated generic skills and subskills must be maintained.
6. The field experience must be in a program which allows for ongoing assessment and feedback related to performance with the opportunity for improvement and professional growth.
7. Adequate supervision and incidental and structured training must be provided for each participant.
8. Adequate training for those assuming supervisory roles must be provided.
9. The program must be individualized to provide for meeting individual teacher/intern needs related to generic skills and subskills.
10. Entrance and exit requirements must be public, reasonable and as objective as possible.
11. The program must provide for regular certification for those who meet all the specified requirements within a specified time period.
12. The program must be of a collaborative nature, involving the district, the teaching profession and the university.
13. Formative and summative program evaluation data should be regularly collected and analyzed.

Field Test Activities

Due to the lateness of the project award, there was limited time for field testing parts of the management procedures, rather than a unified whole. Though in many of the procedures precluded significant data collection.
cases these were related to ongoing field activities, the time needed for the development of the procedure precluded significant data collection.

The short time and small size of many of the "trials" make the recommended approaches on the following pages tentative. However, our project task force involved a representative group of teachers, administrators and teacher educators, professionals from the classroom to the university and in a number of subject and special areas. The task force reviewed all the material and we feel confident that the procedures we suggest have reflect significant professional judgement and input.

The field test activities conducted in Leon County will be described below following the categories called for in the RFP. The following abbreviations are used: FY for the fourth year internship component; BT, the beginning teacher component; MA, the medical/administrative internship component; and GR, the graduate degree internship component.

Intern placement and role

FY: A group of district, university and teacher representatives (8 members) met as a "Selection and Placement Committee" and reviewed over 60 applications for student teaching from FSU and FAMU for the fall quarter. These were screened and placements were assigned using a number of the criteria that were developed by the task force. Following the activity, a critique of the procedures took place, identifying prerequisite information and requirements needed for future committees. Other concerns about placement and assignment were also reviewed, including discrimination safeguard issues.

BT: The Lively Vocational Industrial-Technical Certification Program for new teachers (7) provided information related to the use of approved standards for the screening and selection of candidates and the appropriateness of assignment after preliminary training. The implementation of the Middle School certification program with new teachers (5) to the district provided verification that with release time, activities can be assigned to regular full time teachers.

MA: Constraints of special project funded aides and instructional assistants were examined, to include ESAA, compensatory education, special education and regular aid s. The practicality of assigning roles beyond those usually implemented by aides was examined at a project elementary school (6 aides).

GR: Three English education graduate students were placed during the year with consideration of criteria developed by the task force.

Supervision

Clinical supervision conferences were held with supervisory teams with a fourth year intern, three beginning teachers and a graduate student. The nature of the interactions, data collected, conference outcomes and implications for the project were analyzed Components of the clinical model were also implemented by four teachers with their FY interns following training. A number of university supervisors (3) also implemented aspects of the clinical supervision model during the year.

Variety of Experiences

The groups serving as the placement committee reviewed the experiences of the applicants (60) and attempted to make appropriate assignments based upon previous activities in the schools. A number of beginning teachers (15) participated in observation at other schools, and their reports to the TEC reflect learning outcomes from the observation experiences. The instructional experiences of aides at a single elementary school were documented (6) to identify opportunities for expanding involvement into teaching responsibilities. The required experiences in special education, social work and guidance graduate programs were reviewed by committee members.

Cooperative Planning

District, teachers and university faculty were able to demonstrate that cooperative involvement in placement and assignment of experiences was appropriate for FY and GR interns. Supervising team cooperation was demonstrated with the FY, BT and GR components. Cooperative planning was also involved in the design of training requirements and the delivery of a supervisory training course (16 teachers).

Cooperative delivery of training to BT in the vocational and middle school areas (16 new teachers total) was accomplished during the year leading up to the recommendation of certification in the appropriate areas.

Inservice

Inservice was provided and evaluated as effective for supervising teachers (16) and BT (14) at Lively and Cobb Middle School and Riley Elementary School. Training was

provided by district administrators, university faculty, school administrators and classroom teachers. At Godby High School, students who were involved in an early field experience (7) also were participants in inservice training provided to their supervising teachers in the subject area.

Demonstration of Competencies

A graduate study was conducted by an FSU student (sponsored by the Leon-FSU/FAMU project) investigating the manner in which selected competencies were evaluated and demonstrated (50 interns, 23 undergraduates, 40 supervising teachers). All FAMU elementary education interns (7) in the Spring quarter documented competencies using a portfolio approach. All of the Lively certification program participants (12) utilized video tapes which were assessed by FAMU faculty members relative to the program performance objectives.

Assessment of Performance

Alternatives for assessing performance were investigated as part of the graduate study. These included self reports and supervising teacher judgement compared to performance outcomes on a test (50 interns, 40 teachers). Strategies for assessing demonstration of competencies were used by FAMU faculty with Lively teachers (12) and included peer review and self-assessment as well as instructor and administrator judgement.

Providing Feedback

Strategies for providing feedback were implemented using observational data as a source for discussion with four supervising teachers and their FY interns and three supervisory teams for the FY, BT, and GR components.

PROGRAM AREAS INVESTIGATED

Description and Suggested Implementation Strategies

Program Areas Investigated

Selection

Description. In keeping with the cooperative nature of the program, selection of candidates for any component should involve representatives from the university, district and teaching profession. The Teacher Education Center would appear to be an appropriate vehicle to coordinate placement. It is very possible that not all applicants for positions in any of the components can be selected, so some reasonable, public and defensible policy and criteria should be established. It is realized that for some components, principals may need to have greater input into the selection process; for others, the university program area or department. It would be appropriate to have their recommendations, but there should be a single committee with final authority to approve all selections. Appeals to district or university beyond the committee would serve to realistically eliminate effective operation of the cooperative group. However, for payment to interns or beginning teachers, the required personnel channels for the funding source still must be used. Figure 2 describes the possible selection/approval process.

The greatest factor in the selection of participants in the program will be the availability of positions in various subject areas and the availability of adequate supervision. If there are only 50 teaching vacancies that the school board has agreed to hold for the program, only that many positions may be filled. Likewise if there is no availability of supervisors in choral music in a district, music applicants cannot be selected. Economic, time and personnel resource factors all must be considered in the selection process.

Suggested Implementation Strategies. Selection will be the responsibility of a joint committee (Selection and Placement Committee) made up of university, district, TEC, teacher(s) and school level administrative representatives. The committee will meet all state and federal guidelines in the selection process.

Input will be received from principals and program administrators for beginning teachers and instructional assistants and the university for fourth year and graduate programs.

Each intern/beginning teacher would be required to submit an application which contains the following:

1. Professional recommendations (including at least one university faculty member)
2. Documentation of field experiences
3. Interview results
4. Evidence of professional and specialization preparation

SELECTION PROCESS

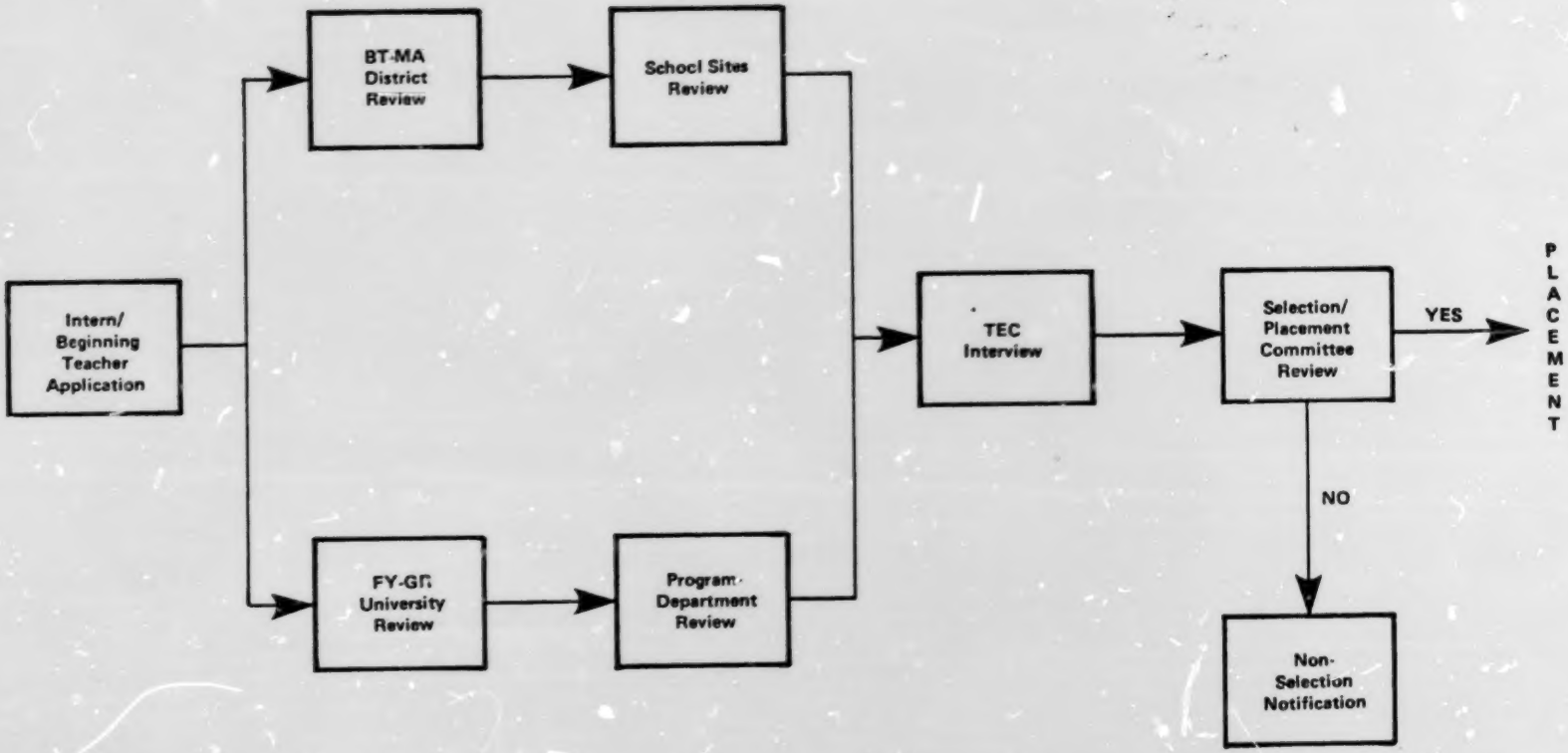

FIGURE 2

5. Precertification or other exam results (as applicable)
6. Evidence of degree award (as applicable)
7. Professional/specialization and overall GPA

The minimum criteria for selection should include:

1. Overall grade point average of at least 2.25 and professional/specialization average of 2.5
2. A minimum of 40 hours of field experience in a related area(s)
3. A satisfactory interview rating from a standardized, structured interview
4. Satisfactory performance on the precertification exam (or other verifiable performance demonstration developed by the university or district)
5. Satisfactory references
6. All professional and specialization requirements for area of application
7. Position availability in area of application

Additionally, instructional assistants and beginning teachers will have to meet minimum district personnel requirements. Beginning teachers will have to provide evidence of successful field experience which would include full classroom responsibilities for four weeks or more. Also, fourth year and graduate interns will have to meet minimum university, college, and department requirements.

Applicants who are not selected should be given a quick response to their status to allow for application to another program or district. Involved in the notification of nonselection should be a written explanation of the reason (s) why selection was not made.

Placement

Description. Placement, like selection, should be the responsibility of a cooperative committee, again coordinated by a TEC. It is possible, because of the importance that available positions play in the selection process, that placement and selection should be done by the same group, possibly at the same time. Again representatives of the university, both from departments and the office of field experiences, the district, the teaching profession and school administrators should be included. Final determination of assignment and other program decisions should be made by this group.

It is important, however, that a feedback mechanism be in place which would allow for a candidate who does not approve of or does not receive satisfactory placement to reapply for another program area. They also should have the option to withdraw their application for later consideration or make an application to another district. Figure 3 describes the process for placement.

Suggested Implementation Strategies. Site placement will be a joint decision of the university office of field experiences, university program area, building administration, teachers and the TEC/district. Final determination of a placement with a supervising teacher should be a joint decision of university, school and supervising teacher, monitored by the TEC.

PLACEMENT PROCESS

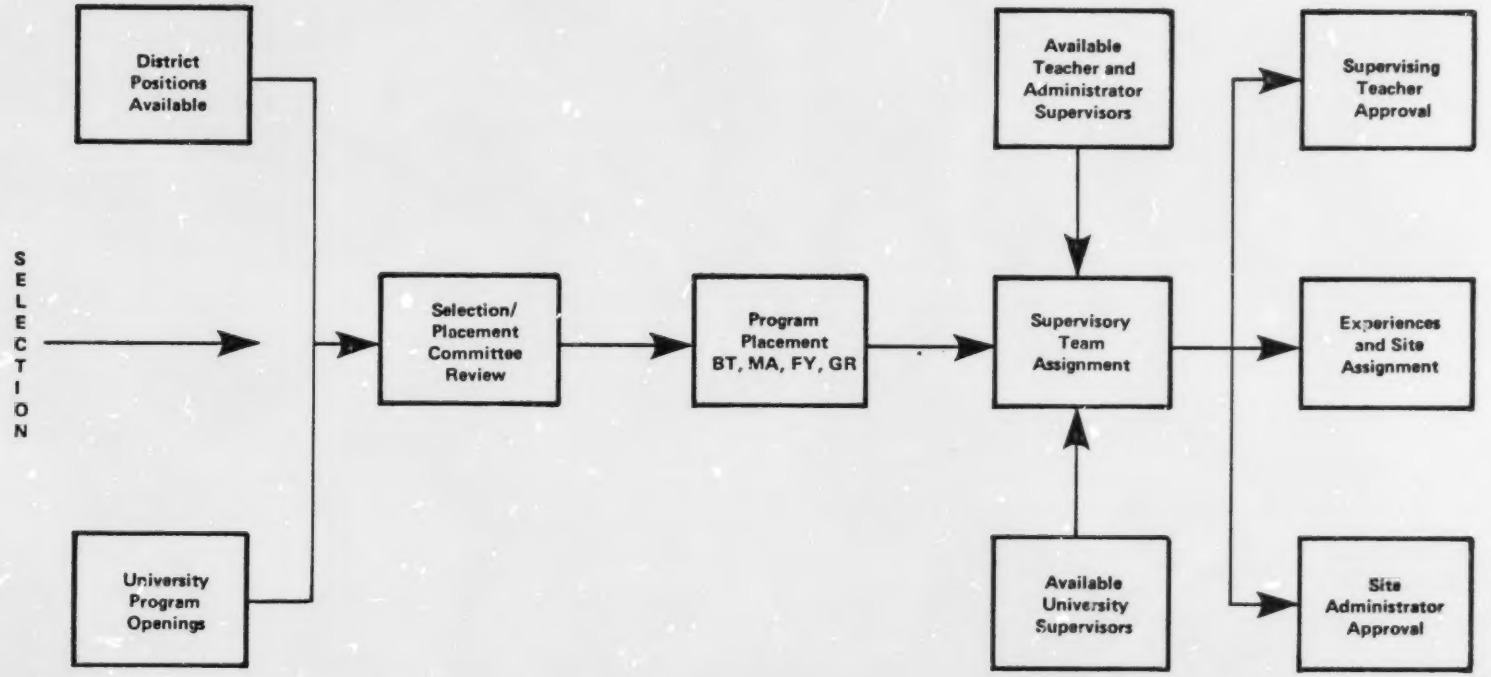

FIGURE 3

Sites for program implementation should equitably utilize all schools that are willing to participate and are able to meet minimum requirements for supervisory and other program needs. All programs should have equal acess to available sites.

Placement would be considered appropriate if it meets the following criteria:

1. In field of expected certification
2. With an approved supervising teacher
3. With an approved supervisory team (University faculty, school administrator, supervising teacher)
4. At grade level of interest (as available)
5. With a variety of approved experiences
6. In an approved school

A method of feedback to and from the applicant and between the supervising team and the selection committee should be established to consider special factors that may arise. Additionally options should be available for interns or beginning teachers who do not approve of their placement or have not been selected because of lack of positions. They should be able to reapply for another placement or withdraw their application in order to apply to another district.

The placement/selection committee may be made up of a district representative selected by the superintendent, TEC director or coordinator, school administrator selected by the principals, university representative selected by the dean and a member of the office of field experiences, and a teacher selected by the TEC Advisory Council. A beginning teacher or intern already in the field might also be included. Additional representatives from subject areas may be selected by the university department chairman, TEC council, or district as needed.

Nature of Experiences

Description. One of the concerns that led to the creation of the year-long internship requirement was the length of the practicum experience and the need for additional field experiences on the part of the new professional. Although there has been much discussion, we feel that a minimum of nine months is needed for an adequate opportunity to learn and demonstrate competency. We think that it may be best within a single academic or calendar year, but it may be an aggregate period of time. However arranged, it must be a structured set of experiences in a supervised setting which allows for both growth and the monitoring of performance.

To continue the cooperative nature of the program, the specific experiences for the teacher education candidate should be determined by the supervisory team after a review of credentials and previous experiences. The planned series of activities and experiences should reflect the needs of that particular person, with an understanding of the generic and subject specific requirements. The plan should be reviewed regularly based on observational and other data, and changed as needed to insure the best experience possible for the intern or teacher.

The prescribed experiences must provide for ongoing demonstration and assessment of the generic skills and subskills and feedback related to performance. Also opportunities for improvement and professional growth must be provided.

The teacher education candidate should have experiences in a variety of settings and be able to demonstrate the ability to work with a variety of students, including those with special needs. Included in these experiences there should be the opportunity for full teaching responsibilities for at least six weeks in a supervised instructional setting with a whole class or total group as appropriate. More than likely, for some of the components described earlier, the year's experience will not be in a single classroom. To insure a good learning experience, all components, including the full time beginning teacher option, must have the opportunity to learn from other settings and students, possibly by exchanging classes with other new teachers.

Suggested Implementation Strategies. There will be significantly different restraints upon the assignment of a variety of experiences for each model utilized in a district. However, there are some minimum requirements which can reasonably be expected for all programs in all areas. These minimums should guarantee the opportunity for sufficient demonstration of competencies as well as provide for a meaningful learning ex- experiences to be offered within each component with the following considerations:

The Selection/Placement Committee will set guidelines for the amount and kinds of experiences to be offered by each model, with the following considerations:

1. Availability of schools and classroom settings
2. Previous experiences/training of interns/teachers

3. Content/program area requirements

However, the following minimums will be in effect:

1. 600 student contact hours in the schools over a period of no less than 30 weeks
2. 6 weeks in charge of or full responsibility for a full day with a total class
3. Participation in both beginning and ending school year activities

Each supervisory team, within the parameters of the program plan, will describe in writing an individual plan of experience for each participant with input from the candidate, taking into consideration the above three elements: (1) availability of schools and setting, (2) previous experiences/training, and (3) content/program area requirements.

The plan will include the following minimums within the variety of experiences in addition to those listed above for each beginning teacher/intern:

1. A school-based orientation for each field setting which would include relevant information on students, school and community, including available materials, equipment, facilities, programs, philosophy and school/district policies.
2. Systematic observation of both student and teacher verbal and non-verbal behavior and interactions
3. Systematic planning for instruction, including: diagnosis, selection of appropriate student outcomes, determination of materials and instructional strategies, and methods for assessing, evaluating, and recording student progress
4. Structured and planned teaching with a variety of strategies appropriate to students, including diagnostic-prescriptive teaching, direct large group, small group, and individual instruciton, use of a variety of media, and matched teaching and learning styles where appropriate
5. Structured and planned responsibility for non-academic professional activities; including: record-keeping, reports, use of funds and care of classroom and equipment as appropriate
6. Working with learners having a variety of academic and social needs: including: remedial, general, and advanced students
7. Working with students having an educational, emotional, or physical handicap
8. Exposure to differing community and group settings that may affect a school or instruction
9. Self-evaluation and self-instruction activities through use of specific techniques, including re-teaching
10. Regular clinical supervisory conferences at least once per week, with informal meetings as needed
11. Working with parents and/or other adults
12. Participative in differing programs for providing instruction

Any of the experiences may be extended by the supervisory team for further learning, training, or demonstration of skills. These experiences will vary somewhat depending upon the program requirements as well.

The supervisory team will assign the intern experiences that are based upon the skills and needs of each individual. To insure an adequate variety, the following considerations should be made for each program below as available:

Early Childhood. Experiences should include day care and public school kindergarten settings. Beginning teachers/interns must also have the opportunity to become familiar with health, social, and educational community resources and agencies.

Elementary Education. Experiences should include primary and intermediate grades, open and self-contained classrooms, and departmentalized and non-graded programs if possible.

Secondary Education. Experiences should include both middle/junior high and high school. Also a variety of content areas should be experienced as appropriate to the program. Opportunities will also be provided for incorporating reading and math into their content areas.

Exceptional Student Education (also, School Psychology). Experiences should include working with varying exceptionalities as appropriate for the program. Also, experiences in diagnosis and testing, as well as the selection of appropriate objectives and strategies for Individualized Education Plans. There must also be the opportunity to become familiar with a variety of community health, social, and educational resources and agencies.

Academic Vocational. Experiences should include pre-vocational and proficiency in a variety of areas as appropriate to the program. Beginning teachers/interns should have the opportunity to work with a community advisory council and a student vocational organization.

Industrial/Technical. The experiences for beginning teachers in this program should be no less than two years in total. Experiences should include different industrial-technical areas as appropriate, but should also include academic programs. Opportunities will also be provided for teaching reading and math in their content area as well as working with community advisory committees.

Guidance/Social Work. Experiences should include classroom observation and participation, with responsibilities for large and small groups particularly. There must also be the opportunity to be familiar with a variety of community health, social, and educational resources and agencies, as well as experiences with different community settings.

K-12 Areas (Art, P.E., Music, Media, etc.). The experiences should include work at each level with concentration at one level.

Supervision

Description. Supervision is the most critical of all the elements in any teacher education program that is field based. Without adequate supervision, assessment of the demonstration of skills cannot systematically be made, nor can individualized insturction and opportunities for improvement be provided.

Supervision is also very costly. It requires a very large expenditure of time if it is to be done well. And time is beginning to have a great price, given the nature of collective bargaining gains. With the year long internship, supervision must be different than in the past. No longer can the cooperating teacher be responsible for all training and instruction. No longer can two or three cursory visits from the university allow for the verification of demonstration of skills. More people and more time will be required, and a different kind of interaction with the person to be supervised is needed.

Continuing with the cooperative effort, the supervisory team mentioned in the section above appears to be a reasonable approach. A teacher, a university faculty member and a school administrator from the site where the significant portion of field experience is to take place will form a team to plan and monitor the experiences of the candidate. The team should be selected on the basis of meeting a set of minimum criteria. They should be able to offer individualized assistance, provide skilled assessment, and have had training for their role and responsibilities.

Suggested Implementation Strategies. To be considered for membership on a supervisory team, the following minimum criteria should be met:

1. Three years teaching experience
2. Certification appropriate to the area
3. Recommended by building, district or university administration as appropriate
4. Previous supervisory experience in an educational setting
5. Evidence of recent professional development
6. Acceptable to district or university as appropriate

As a result of training, and before the assumption of supervisory duties, the team members should be able to demonstrate the following skills:

1. Describe classroom examples or indicators for each of the generic competency subskills
2. Demonstrate or model the generic subskills in a classroom setting
3. Demonstrate clinical supervisory techniques in a real or simulated setting, to include, pre-observation conferencing, observation, data analysis, post-observation conferencing and conference evaluation.

4. Implement a variety of observational strategies to collect data on verbal and non-verbal teacher and student behavior.
5. Provide non-evaluative feedback in a real or simulated setting.
6. Utilize appropriate interpersonal and group communication strategies and techniques.
7. Describe the roles and responsibilities of the members of the supervisory team.
8. Describe the responsibilities of the intern/beginning teacher for the documentation of performance.
9. Describe the implementation of the Year-Long Internship/Beginning Teacher Program, including related laws, rules and policies.

The role of the supervisory team is that of an observer and a facilitator for demonstration of performance and professional growth. It is expected that even interns or beginning teachers who easily demonstrate all the required skills can benefit from professional development during their internship. The team needs to be able to provide for the individual variations they will face. The team will also have an evaluative role, that is, making judgements as to the success of overall performance in the field setting on a number of dimensions.

A detailed description of specific roles and responsibilities is included in the supervisory team manual in Appendix D. The items below highlight some essential elements:

Supervisory Team:

1. Meet regularly (at least every two months) to write, review, and update an Individual Education Plan for the candidate.
2. Provide an orientation to the program for the candidate
3. Identify and negotiate with the intern/teacher the target competencies for demonstration observation at a particular time.
4. Diagnose strengths and weakness and recommend experiences or training to remediate or further develop competencies and subskills.
5. Monitor progress toward demonstration of all the required subskills, including the review of the candidate's portfolio.
6. Provide data and evaluations for final recommendations to building administrator and other appropriate district and/or university administrators.
7. Determine particular responsibilities for team members including scheduling, reporting, etc.
8. Be knowledgeable of the responsibilities and activities of other team members.

Demonstration

Description. Demonstration and assessment of the required competencies and related

subskills in the classroom setting are key elements of the year long internship program. Extended experience without the verification of performance does little to advance the profession and the professionals within it. The structure of the experiences and the thrust of the supervisory process must be in support of the intern demonstration of competencies. Opportunities must be provided for the careful demonstration and observation of performance, and the assessments made as a result of the observations should provide the basis for the candidate's individual plan of experiences and training.

Demonstration is the process of providing evidence to an observer that an essential competency, subskill, or other appropriate and required behavior can be performed. The manner in which the demonstration is made may vary from observable behaviors to reports, lesson plans, or verbal discussions. The strategy for demonstration is not as important as the need to address each required subskill in a manner that will provide evidence for a judgment of satisfactory performance at a later time.

As the teaching act embodies a number of competencies at one time, demonstration, though focused on a single skill primarily, may provide data about other skills as well. A hierarchy of skills should also be considered, as a demonstration of higher order skills may be evidence of lower order subskills.

Suggested Implementation Strategies. We are recommending the use of a portfolio approach to the documentation of competencies along with classroom demonstration with observation and rating. The portfolio would be a collection of data which provide evidence for assessment by the supervisory team members. Included would be student assessment results, diagnostic analysis, prescribed instructional activities, performance outcomes or behavioral objectives, lesson plans, observation data—in short, any written material that supports the demonstration of a subskill or group of subskills.

The responsibility for compiling the portfolio is upon the intern or beginning teacher, and all appropriate competencies must be addressed. Some competencies, however, can only be demonstrated in the actual teacher/learner interaction. It is the responsibility of the supervisory team members, particularly the supervising teacher and the intern to insure these competencies and subskills are demonstrated.

Utilizing the clinical supervision model, the following steps for observation would be appropriate:

1. The related competency or subskill is identified and agreed upon as appropriate for this time.
2. The intern describes the lesson or interaction to be observed.

3. Agreement is reached upon the appropriateness of the activity for demonstrating the competency or skill (s).
4. The intern/teacher describes the expected student behaviors, including predicting inappropriate behaviors.
5. The intern/teacher predicts problems, weak points, areas of concerns and related competencies that will come into play.
6. Agreement is reached about the observer role: that is, what specifically will be observed, how best to observe it and what kind of data will be most useful for analysis and discussion.
7. The intern/teacher conducts the lesson and is observed as agreed upon.

Assessment

Description. Assessment in the year-long internship program is a process designed to identify strengths and weaknesses related to the demonstration of competencies and subskills. It should be data-based and have primarily a diagnostic function. Additionally assessment should be ongoing throughout the field experience of the intern or beginning teacher.

Assessment is formative in nature in that the results are used immediately to guide further activities. Future demonstration, training or remediation, different experiences and other activities may be planned for the individual depending upon the assessment results.

The data for assessment should come from a variety of sources. Direct observation of performance with students, interviews and dialogue with the intern/teacher, evidence in the portfolio, student perceptions and performance data, and other formal and informal mechanisms may be used. Whatever the method, there should be sufficient data to allow the intern and the supervisory team to determine that all the subskills were reviewed and to what extent they were demonstrated.

Suggested Implementation Strategies. Assessment should take a variety of formats. Direct observation of performance is not always the most appropriate, reliable nor efficient method of data collection for all the subskills. When observation is done however, a flexible rating scale could be used which contains indicators for each of the subskills. For any given competency or subskill the scale should provide not only information as to how well this subskill was demonstrated but also provide direction for helping the candidate become aware of areas of deficiency which need further work.

A rating scale alone is not sufficient, and, when necessary, other observational techniques such as student teacher interaction, on task/off task counts, nonverbal and verbal inventories, etc., should be used. Additionally, comments or other informal annotations can appropriately serve as data for discussion and improvement.

The portfolio will be reviewed by the supervising teacher weekly and the team biweekly. It is the responsibility of the intern/teacher to use the portfolio to document the demonstration of appropriate materials, but the team should regularly suggest areas for inclusion following their analysis. Data within the portfolio should be organized according to the subskills and competencies.

The supervisory team members and the intern/teacher should regularly engage in analysis of the assessment data. Interviews and discussion from the data base can produce additional information which may be necessary.

The relationship between student outcomes and perceptions and the demonstration of competencies is somewhat tenuous at present. However, we feel that short-term student outcomes and perceptions collected systematically can provide important information related to some skills. The overall evaluation should not be determined by student outcomes alone or to a great extent, but the intern/teacher's affect upon students should be considered by the team.

Data from the assessment processes used should be utilized by the supervisory team to update the individual educational plan. Recommended experiences and developmental or remedial training should be based on the diagnostic data that systematic assessment provides.

Feedback

Description. Feedback is an essential element for individual improvement. It is an important part of a yearlong internship program which should address professional growth as well as verification of minimum competencies. To be effective, feedback must be immediate, data based, and presented in a way that the recipient can easily understand it. Feedback that is related to specific behaviors is also more effective in assisting individual growth and change.

Feedback in this program must be seen as a reinforcement for successful performance as well as an orientation for addressing problem areas. The primary responsiblity for providing feedback rests with the supervisory teacher who will be spending the most time in observation and conferencing. However, all members of the supervising team, either as individuals or as a group must regularly provide feedback based upon an analysis of the

portfolio and assessment data.

Suggested Implementation Strategies. The post observation conference is an excellent opportunity for providing feedback to the candidate. After both have had an opportunity to review the data, the supervisor should:

1. Deal with objectives, strategies, techniques, and competencies.
2. Give objective information about teacher and student behavior.
3. Concentrate on the most relevant aspects of the intern's teaching.
4. Encourage the candidate to draw inferences from the observational data.
5. Allow and encourage the intern/teacher to talk.
6. Ask about and discuss intern/teacher feelings.
7. Avoid making decisions for the intern/teacher.
8. Acknowledge and show understanding of what is said.
9. Seek further clarification of what is said.
10. Give specific praise for observed growth.
11. Help identify problems and plan several possible alternative solutions.
12. Verify the demonstration of specific competencies and subskills.
13. Help plan future demonstration, experiential and training strategies and activities.

It is also assumed that the feedback conference can be used for a planning conference for the next demonstration. Data from one experience of performance can be followed up, extended or reinforced as appropriate.

Documentation

Description. Documentation is the collection of sufficient evidence to support statements about the satisfactory demonstration of the generic competencies and subskills. The evidence should be in a format that would allow an outside observer or evaluator to verify that performance was appropriate to the criteria or that the individual educational plan accurately reflected the intern/teacher needs.

Suggested Implementation Strategies. Documentation will take two forms. The first is the summative list of the competencies and subskills for which evidence existed that performance was satisfactory or unsatisfactory. The second is a collection of lesson plans, conference results, teacher made materials, observational data, etc., which provided the basis for determining the satisfactory or unsatisfactory performance.

A portfolio for each intern/teacher should be maintained which contains all the required documentation. The responsibility for documentation lies with the supervisory team, who must report to the agent empowered to recommend permanent certification

for the candidate.

The portfolio should be public, that is, available for review by the intern/teacher, school district administrators and program evaluators. If the candidate is an employee of the school district, the summary list may be added to the individual's personnel file at the end of the year and be placed under whatever restrictions are required. The university directed individual would have the information in his/her permanent file where university rules and regulations would apply. However, for program evaluation and approval purposes, the managing agent, the TEC as recommended here, would maintain a data file on each intern for a period of three years or until a program review, whichever is earlier.

Professional Training

Description. Training should be provided during implementation of the program in two areas: Training for supervision in order to assure the supervisory competencies described earlier in this report and training for the intern/beginning teacher, to assist in demonstration of subskills and professional growth.

Supervisory training is essential to assure continuity within the program for assessment and evaluation purposes. It is also important that the conferencing and other skills be at a minimum level to assure that the intern/beginning teacher has adequate assistance. Teachers, school administrators and university faculty should participate in a competency based training program.

Training for the intern or beginning teacher begins with the belief that everyone should benefit from personal growth within the program even if they are able to demonstrate all the required subskills. The year-long internship program offers the opportunity to assist the developing professional and the developed professional as well.

Although seminars or other inservice programs may be established using district and university resources, a large part of the responsibility for training the teacher education candidate will fall upon the supervisory team in the field environment. That would be appropriate as the "real world problems" are the most areas to deal with.

An appropriate manner to insure ongoing professional development through training is to utilize an "Individual Educational Plan" for each candidate. Assuming that participation in a variety of experiences also will have learning outcomes, a well coordinated individual plan for training and assignment of experiences should be utilized. The responsibility for developing the plan will rest with the supervisory team working with the intern/teacher.

Suggested Implemantation Strategies. Training for supervision should be completed using a series of workshops which deals with the competencies identified on pages 20-21. Additional topics that may be of value include:

1. Legal rights and responsibilities of students and supervisors
2. Ethical considerations, including awareness of an appropriate code of conduct.
3. Experience with a variety of observational techniques.
4. Strategies and timelines for introducing experiences and assigning responsibilities to interns/teachers.
5. Guidelines, roles and responsibilities for supervisory team members.
6. Strategies for structuring and implementing clinical conferences.
7. Resources for training and remediation.
8. Interpersonal communication skills.
9. Use of media and role playing.
10. Subject/special area update.

The training program for the teacher education candidate would be an individualized plan based on identified assessed needs. On site assistance will be provided for by the supervisory team utilizing demonstration, micro-teaching and simulation techniques. Group instruction can be implemented with seminar sessions, allowing for the use of small group interaction related to areas of concern. Large group instruction would be implementation in the classroom, such as: school board policies, legal requirements, orientation to the school system, district programs, etc.

Structured and supervised practice with performance feedback is an essential part of the individualized inservice training program for the beginning teacher/intern. Additionally, interns/teachers should be familiar and comfortable with the clinical supervision model and its application.

Evaluation

Description. Evaluation is the final determination as to acceptability of an intern/teachers' demonstration of the required competencies and subskills. Evaluation is a judgement of satisfactory or unsatisfactory performance, which should be based upon data collected during the assessment process.

Because all evaluation is subjective, that is, made by an individual or group of individuals using more than a single standard or criterion, it is important that adequate information be available. Thus, there is a very close congruence between the validity of the on-

going assessment and the validity of the evaluation judgements.

Evaluation should take place on at least two levels. The supervisory team should regularly evaluate the progress of the intern/teacher and provide the results of the evaluation to the intern and the program management. This would culminate in a final evaluation made by the team. In addition, the individual charged with recommending permanent certification to the Department of Education must make a determination of acceptable performance based upon the data and recommendations provided him/her. The final judgement for licensure is one that should take into consideration overall competency demonstration and any other requirements of the program. Whereas the supervisory team would make a summative evaluation based upon formative assessment, the final decision should reflect a more holistic approach.

The recommendation for certification will not affect the individual's separate determination for the awarding of a degree or continued employment by the district. Individual university and district procedures and requirements will have to be reviewed separately.

Suggested Implementation Strategies. The primary responsibility for evaluation lies with the supervisory team. On a regular basis, but no less than four times during the year's experience, the team should review the portfolio and other assessment data to make a determination concerning the satisfactory progress of the candidate.

The team as a group should determine if demonstration of competencies and subskills and participation in training and other experiences or performance as deemed appropriate have been acceptable or unaccpetable. If the progress has been acceptable, the individual plan should be reviewed to insure continued professional growth as well as opportunities to demonstrate the remaining requirements. This plan and the judgement of the group should then be shared with the candidate in a conference setting, by one or more of the team members.

If the performance is deemed unacceptable, the specific areas of concern should be written down. The individual plan should be altered to include opportunities for remedial training and other helpful experiences and the opportunity for further demonstration in the area. Other requirements to be met should not be ignored, but every effort should be made to allow for the remediation and later demonstration of performance in areas of weakness. The judgements of the group and the plan for assistance in the area (s) should be shared with the candidate in a conference setting with all members of the supervisory team present.

The final evaluation by the supervisory team should be made utilizing all the data from the ongoing assessment process. No decision should be made if sufficient data are not available for any competency or subskill or other program requirement. After reviewing the data, a tentative recommendation should be made. If the recommendation is negative, a written explanation should be completed. The intern/teacher should be provided the opportunity to respond to the recommendation in writing or in an interview setting with the committee. With the candidate's information, the supervisory team should review its decision and forward their judgement, and, in the case of an unaccepted negative recommendation, the candidate's response, to the person making the final recommendation.

The person charged with the responsibility for recommending permanent certification should then review all the available data and the supervisory team's recommendation, comparing them to the approved program standards. If a recommendation for certification is not made, the reasons for the decision and options available to the candidate should be made in writing as soon as practical. If all requirements have been met, recommendation for permanent certification should be made to the Department of Education utilizing the appropriate form (s).

Issues & Concerns

A number of issues arose during the planning and implementation phases of this project which require discussion. These issues have no easy solution and may lead to problems serious enough to jeopardize the successful implementation of the year-long internship program statewide.

If the decision is made not to change the present practice to any great extent, then these issues are of minor importance and the work reflected in this report has little value. But if the legislative intent to improve the profession significantly through this program is taken seriously, then these issues must be dealt with decisively and quickly. Some decisions are in the power of the rule makers in the Department and in the Cabinet. Others will depend upon legislative support. But t'.. issues should be discussed now and recommendations made prior to July, 1981. Some of the concerns include the following:

Management

The question of management is really one of control. The agent who makes the final recommendation for full certification has the responsibility to insure the program provides adequate preparation, documentation and assessment for the individuals participating. That person then should have control over the nature of program and its management.

Should that responsibility shift from the university dean to the district superintendent? The movement of the internship program is to the district for both the undergraduate and graduate programs. Should the control over the program shift as well? If the most important part of the certification assessment process, demonstration in the field, takes place in the school, should the school system then become the source of the final evaluation and program decisions?

Collaboration is talked about as a way to deal with the issue. District superintendents have had little past experience with precertification programs in the state. Since be willing to give up some of its authority? Will the district be willing to assume it?

Options for different programs, for example, beginning teacher under the district and fourth year under the university, may be considered. However, that leaves the possibility that within a single district there may be two or more separate programs with different management structures doing the same thing, both with the expectation or requirement agement structures doing the same thing, both with the expectation of the other's cooper-

for the other's cooperation.

A possible solution to this issue seems to be the use of the Teacher Education Centers as a vehicle for management. The enabling legislation for TEC's gives them both a pre-service and inservice responsibility. This could easily be expanded to include the year-long internship program. This would mean, however, that the control of the profession would shift toward the classroom teacher, within the TEC governance process. And the district school board and superintendent would become the essential parts of the policy making and implementation process.

Commitment

Related to management is the idea of commitment of resources and support to the operation of a cooperative program. Will the university be willing to commit its faculty and staff to an off-campus program that may be controlled by a joint decision-making body? Will the university be willing to give up part of its own program to allow students the option or opportunity to participate in a joint program? Will the district be willing to support the adoption of one or more delivery systems for the program, with the required scheduling or flexible use of personnel and classrooms? Will a district be willing to utilize some of the teaching vacancies to support one or more options of the program? Will the teaching profession support the establishment of a program that may reduce the number of regular position available? Will the teachers commit the time and energy required to implement a program in the classroom?

Both the universities and the teaching profession have agreed that the year-long internship will provide an avenue for better field experiences and a greater opportunity to verify the candidate's qualifications. However, the specifics of program implementation have not been agreed upon, because no one is quite sure what will be required from the district, the teachers, or the university.

Only when specific state board rules are prepared and shared can the parties involved decide upon their willingness to commit to the program. The nature of the rules can either offer an incentive for or a dissuasion from participation.

Rewards and Resources

Incentives to participate may also be described as rewards. To choose this option over three years of teaching with a temporary certificate, the teacher candidate, must see the experience as one that is profitable. If it is just a teaching job at a lower pay with a little more supervision, it may not seem worth it. If it is additional tuition to do something a person can get paid for doing, then it may not seem worth it either.

The cost of supervision is another element that must be addressed. The program described in this project report requires a significantly greater amount of time for supervision than present programs. The documentation of competencies and subskills alone is very time intensive, yet that is one of the key elements of any program. Some incentive must be offered to the supervising teacher upon whom the largest responsibility lies. The present waiver of tuition is inadequate if you assume that the master teachers selected to supervise more than likely will have an advanced degree. A salary supplement or extension of the use of the waiver to family members must be considered as alternatives. But their costs must be borne by someone. Are the districts or the universities willing to pick up the tab if the program is not under their control? Do either have the available resources to commit?

Are the districts or the universities willing to pick up the tab if the program is not under their control?

It seems necessary to have the involvement of school administrative personnel in this program, due to the extensive school experiences. How will the added responsibilities of supervising interns be included in the responsibilities of already busy individuals? Should they be involved with anyone other than the beginning teachers in their building?

The university faculty member's time has a cost as well. Students paid a full quarter's tuition for two or three visits from a faculty member in the traditional model. If there is to be an increase in the university faculty role, who will cover the cost of released time? If the program involving the beginning teacher is the district's would the university be willing to provide adequate reward for faculty participation?

It appears obvious that some additional resources are needed beyond FEFP and tuition dollars in order to make the year-long internship program successful as a program <u>different</u> from what we have now. And the largest portion of the resources will have to go toward rewarding those involved in the critical tasks of supervision and assessment.

This project does not forsee outside resources available for support of the intern/teacher. Such resources would be good in the ideal, but prohibatively costly given the number of candidates for the profession. All of the components that are recommended in this report require no new dollars for the support of the interns, through existing resources may need to be used in a flexible manner.

<u>Selection</u>

The important question regarding selection is whether or not everyone who completes a degree program in education will be able to participate in a year-long internship program. Presently everyone who completes the course work and supervised teaching

requirements is eligible for a regular certificate. In the future the pre-certification exam may reduce that number slightly. But can everyone else be accommodated in a year-long experience in a field setting if they desire? Does the possibility exist that a teacher education graduate may not be able to get a regular job with his/her temporary certificate and not be admitted to an approved year-long internship program?

There is no requirement for school districts to participate in a year-long internship program. If the incentives are not there for districts and universities to participate in joint programs, will spaces be available? Traditionally the larger districts have provided the opportunity for a large number of student teachers to meet their internship requirements. With reduced enrollments and strapped budgets, will these districts be able to accommodate and supervise the year-long intern? In areas where there are staff cutbacks, will the unions allow for places for participants in a beginning teacher program?

With the documentation requirements, the year-long internship is not just an extra person available to work in the classroom. The costs of ongiving supervision and candidate salary/stipends/tuition will be great. And if, as anticipate, no additional dollars are provided to support the program, a limited number of candidates may be served by districts and universities.

APPENDIX A

Project Policy Board and Contributors

YEAR-LONG INTERNSHIP TASK FORCE

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APPENDIX B

Sample State Board Rules

6A - 5.51 Approval of teacher education programs. The Commissioner is authorized to approve preservice, inservice and year-long internship teacher education programs and to grant approvals in accordance with the provisions of Chapter 6A - 5, FAC. Each approval or extension of approval shall be for the period of time determined by the Commissioner but shall not exceed five (5) years.

6A - 5.52 Purposes for approving teacher education programs. The purposes for approving programs of teacher education shall be as follows:

(1) To make teacher education programs responsive to the educational needs of the people of Florida.

(2) To recognize teacher education institutions and school districts which have made a serious commitment to high quality teacher education.

(3) To encourage flexibility in the design of teacher education programs for developing appropriate competencies for certification.

(4) To encourage early involvement in and extended supervision of teaching experiences in the year-long internship as well as increased variety of experiences and cooperative planning.

(45) To make more effective use of teacher education resources within the state.

(56) To encourage teacher education as a career long process including preservice and inservice teacher education programs and year-long intern teaching experiences conducted through school districts, teacher education centers, and community colleges and universities.

6A - 5.53 Relationship between teacher education program approval and teacher certification.

(1) Teacher certification is a process whereby the state identifies those persons who are eligible for employment as teachers. Chapter 6A-4 prescribes minimum standards for teacher certification. Teacher education program approval is a process for assuring that teacher certification regulations are responsive to changing conditions and for stimulating teacher education institutions and districts to use resources efficiently and effectively. It is intended that activities in an approved teacher education program may vary significantly from the descriptions contained in Chapter 6A-4 except when statutes prohibit such deviation or when Chapter 6A-4 states specifically that no alternatives to a given requirement shall be accepted.

(2) Programs may be approved only in areas for which certification coverage is available.

(3) Candidates who complete an approved preservice program shall be eligible for the appropriate regular teaching certificate of the type and coverage for which the program has been approved and provided that they meet other requirements for teacher certification as specified in statutes or regulations, including a year-long internship or three years of successful teaching.

(4) Candidates who complete approved inservice programs shall be eligible for those teacher certification benefits appropriate to the scheduling and purpose of the approved program, which may include renewal of certificates and additions of subjects to the certificate, provided that they meet other requirements for teacher certification as specified in statutes or regulations.

6A - 5.54 Responsibilities for teacher education program approval.

(1) The Commissioner may delegate to one or more members of the staff of the Department of Education the responsibility of administering teacher education program approval in accordance with these regulations.

(2) The Commissioner may delegate to one or more members of the staff of the Teacher Education Section of the Department of Education the responsibility of administering the year-long internship program approval in accordance with these regulations.

(23) The institution or district which applies for teacher education program approval is responsible for travel, food, and lodging expenses for members of the evaluation committees.

6A - 5.55 Definitions.

(1) Programs. A program is a set of courses, activities or other experiences designed to help teachers develop the competencies required for a specified type of certification coverage.

(2) Preservice programs. Preservice programs of teacher education are organized sets of experiences designed to develop entry level competencies for educational personnel.

(3) Inservice programs. A program of systematic activities designed to increase the competencies needed by educational personnel in the performance of assigned duties or duties to be assigned.

(4) Year-long internship programs. A program of structured and supervised experiences designed to provide for the development and demonstration of the competencies, skills and subskills needed for regular teacher certification.

(5) Program standards. Program standards are quantitative and qualitative criteria for evaluating teacher education programs for approval.

(6) Competencies. The knowledge, skills, and attitudes which enable educational personnel to perform their assigned tasks with maximum effectiveness.

(7) Course credit approach. The course credit approach requires that programs be evaluated using the state program standards specified in Rules 6A-5.62(2), 6A-5.63(2) and 6A-5.64(2), FAC.

(8) Performance-based approach. The performance-based approach permits an institution to propose its own program standards for approval to be used as criteria for evaluating its teacher education programs.

(9) Demonstration. The process of providing evidence to an observer that an essential competency, skill, or subskill or other appropriate and required behavior can be performed.

(10) Assessment. A process designed to identify strengths and weaknesses related to the demonstration of competencies and subskills. It is data-based, serves primarily a diagnostic function and is formative in nature.

(11) Evaluation. A judgment of satisfactory or unsatisfactory performance, which should be based on data collected during the assessment process.

(12) Documentation. The collection of sufficient evidence to support statements about the satisfactory demonstration of the generic competencies and subskills. The evidence should be in a format which would allow an outside observer or evaluator to verify that performance was appropriate to criteria or that the individual educational plan accurately reflected the intern/teacher needs.

(13) Intern. An intern includes any person pursuing the first time Regular Teaching Certificate in an approved year-long internship program and may include any of the following:

(a) 4th year intern - An individual in the fourth year of undergraduate teacher education who has not yet received the baccalaureate degree;

(b) 5th year intern - An individual enrolled in a post-baccaluareate teacher education program;

(c) Beginning teacher intern - An individual in a teaching position with a baccalaureate degree, not enrolled in a graduate program, and not having met the requirements for a regular teaching certificate; and

(d) Instructional Assistant Intern - An individual meeting the requirements for (c) above but working in a paraprofessional position.

6A - 5.60 Eligibility for approved preservice and year-long internship teacher education programs.

(1) Public and private colleges and universities having legal authority to grant appropriate baccalaureate or post-baccalaureate degrees and meeting full accrediation as prescribed in Rule 6A-4.03(1)(a) and (3)(f), FAC, for the level of the degree at the time the degree is granted are eligible to apply for preservice teacher education program approval.

(2) Institutions and agencies other than colleges and universities may have programs approved for preservice training of teachers preparing for certain regular certificates that do not require a college degree, provided the program of instruction is developed in accordance with guidelines issued by the Commissioner.

(3) Teacher Education Centers in collaboration with one or more Colleges of Education may have year-long internship programs approved provided that the College(s) of Education has(have) an approved preservice teacher training program as specified in Rule 6A-5, FAC, and the program has the approval of the participating district school board(s).

6A - 5.61 Procedures for approving preservice teacher education programs.

(1) Two approaches to preservice teacher education program approval are possible under these regulations - a course credit approach and a performance-based approach. An institution may request that the course credit approach be applied to some programs or program components and the performance-based approach to others.

(2) The procedures for securing approval of teacher education programs shall be as follows:

(a) The chief executive officer of the institution shall apply in writing to the Commissioner for an evaluation for the purpose of program approval as described in Chapter 6A-5. The application shall specify all certification classifications for which approval is desired and the approval approach to be used.

(b) The Commissioner shall acknowledge this request and appoint a staff member of the Department to direct the program approval process with the institution.

(c) Institutions selecting the performance-based approach shall develop a set of program standards as described in paragraphs 6A-5.62(1), 6A-5.63(1), and 6A-5.64(1) utilizing guidelines issued by the Commissioner. These standards shall be submitted to the Commissioner for approval to serve as criteria for evaluating the teacher education programs for which approval is requested.

(d) Institutions selecting the course credit approach to program approval shall use the standards described in paragraphs 6A-5.62(2), 6A-5.63(2), and 6A-5.64(2).

(e) Utilizing the standards from either (c) or (d) above, the institution shall conduct a self study and document the extent to which the standards are being met and set forth any modifications and procedures to be implemented to strengthen the program.

(f) The Commissioner, in consultation with the institution, shall appoint an evaluation committee. The evaluation committee shall review the self-study materials prepared by the institution, conduct an on-site visit, and perform any other activities required to document the extent to which the institution is meeting the standards.

(g) The evaluation committee shall submit a written report to the Commissioner. This report shall include specific recommendations to either approve or disapprove. If the committee recommends disapproval, it shall also recommend the specific program developments which must be completed in order to meet the standards and be eligible for approval. The report shall also recommend the period of time for which approval should be granted not to exceed five (5) years.

(h) After reviewing the report of the evaluation committee, the Commissioner shall either approve or disapprove the program. If he disapproves, he shall inform the institution of the steps that must be taken in order to be eligible for approval for each program for which approval was requested.

(No change in 6A-5.62, 6A-5.63, 6A-5.64. Begin new section 6A-5.71, renumber 6A-5.71 to 6A-5.81 and sequentially renumber all subsequent sections).

6A - 5.71 Procedures for approving year-long internship programs.

(1) The procedures for securing approval of year-long internship programs shall be as follows:

(a) The Director of the Teacher Education Center with letters of approval from the deans of cooperating College(s) of Education and superintendent(s) and school board(s) of participating district(s) shall apply in writing to the Commissioner for an evaluation for the purpose of program approval as described in Chapter 6A-5.

(b) The Commissioner shall acknowledge this request and appoint a staff member of the Teacher Education section of the Department to direct the program approval process with the agency.

(c) Agencies or institutions seeking approval shall develop a set of program standards as described in paragraphs 6A-5.72, 6A-5.73, and 6A-5.74, F.A.C. These standards shall be submitted to the Commissioner for approval to serve as criteria for evaluating the year-long internship program for which approval is requested.

(d) Utilizing the standards from Rule 6A-5, FAC, the institution or agency shall conduct a self study and document the extent to which the standards are being met and set forth any modifications and procedures to be implemented to strengthen a new or existing program.

(e) The Commissioner may request the Teacher Education section of the Department of Education, in consultation with the institution, to appoint an evaluation committee. The evaluation committee shall review the self-study materials prepared by

the institution, conduct an on-site visit, and perform any other activities required to document the extent to which the institution is meeting the standards.

(f) The evaluation committee shall submit a written report to the Commissioner. This report shall include specific recommendations to either approve or disapprove. If the committee recommends disapproval, it shall also recommend the specific program developments which must be completed in order to meet the standards and be eligible for approval. The report shall also recommend the period of time for which approval should be granted not to exceed five (5) years.

(g) After reviewing the report of the evaluation committee, the Commissioner shall either approve or disapprove the program. If he disapproves, he shall inform the institution of the steps that must be taken in order to be eligible for approval for each program for which approval for each program for which approval was requested.

(2) Agencies or institutions with approved programs may modify their programs only with prior approval from the Commissioner and all collaborating institutions or agencies.

6A - 5.72 Administration and organization of year-long internship programs.

(1) Institutions shall develop program standards which shall meet the following:

(a) The organizational structure shall be logical and effective.

(b) General administration of the program shall be under the direction of the superintendent of the primary cooperating school district.

(c) The appropriate Teacher Education Center shall be authorized and designated the responsibility for coordinating the planning and administration of the year-long internship program.

(d) All programs shall make provisions for including at least one or more of the following:

1. 4th year internship
2. 5th year internship
3. Beginning teacher interns
4. Instructional assistant interns

(e) The organization, administration and program standards for the year-long internship program shall be documented in appropriate institutional publications and manuals so that interns, teachers, lay, and all other concerned individuals understand where and how decisions on internship are made and what are the requirements for successful completion.

(2) There shall be performance-based standards which shall include clearly written policy and procedures for the selection of participants based on submission of completed application with evidence of the following:

(a) For all interns except non-degreed vocational teachers:

1. Overall grade point average (GPA) of 2.25 and professional/specialization GPA of 2.5 on a 4.0 scale;
2. Minimum of 40 hours of field experience in related field;
3. Satisfactory performance on precertification exam (or other verifiable performance demonstration of the appropriate generic competencies by the university or district); and
4. All professional and specialization requirements for area of application.

(b) For all non-degreed vocational teachers:

1. Successful occupational experience in the area to be taught as required by Section 6A-4.42, FAC.
2. Demonstrated skill in specialization area.
3. Successful completion of precertification exam within first 18 months of employment.

(c) In addition to meeting requirements in either (a) or (b) above, all applicants must:

1. Submit documentation of satisfactory references;
2. Obtain a satisfactory interview rating.

(3) Minimum performance standards shall be written for completion of the program which shall be demonstrated in a directly supervised, appropriate field setting and shall include the following:

(a) Successful demonstration of all Florida Essential Generic Competencies, subskills, and specialization skills;

(b) Completion of:

1. No less than 600 direct student contact hours earned over a minimum of 30 weeks and a maximum of three (3) years;
2. No less than six (6) consecutive weeks of full-time instructional responsibility in the appropriate area of specialization;
3. Experience with beginning and end of year school activities;
4. experiences for specialization areas to include one of the following:
   a. early childhood: experiences should include day care, public school kindergarten, and primary grade.
   b. elementary education: experiences should include primary and intermediate grades, open and self-contained classrooms; and departmentalized and non-graded programs;
   c. secondary education: experiences should include both middle/junior high and high school and opportunities for incorporating reading and math in the content area;
   d. exceptional student education: experiences should include working with varying exceptionalities as appropriate, diagnosis and testing, selection of objectives and preparation and implementation of Individualized Educational Plans;
   e. Vocational (degreed): experiences should include pre-vocational and other programs as appropriate. and work with a community advisory council and a student vocational organization;
   f. vocational (non-degreed): experiences should cover no less than one year and include related occupational experience as appropriate, work with advisory committees and student organizations, and opportunities for incorporating reading and math in the content area.
   g. guidance (social work): experiences should include classroom observation and participation with large and small groups and familiarity with various community groups and resources, and parental and home involvement.

(c) Successful completion of other, reasonable performance requirements developed by the district and university and approved by the Commissioner.

(4) Supervisory team. The institutions shall provide a well-organized supervisory and guidance program that will include clearly written performance standards for:

(a) Identification of supervisory team members which shall include the following individuals as a minimum:

1. For all interns except non-degreed vocational teachers:
   a. a cooperating teacher;
   b. a school based or district administrator; and
   c. a college or university representative.
2. For non-degreed vocational interns:
   a. two school based administrators and/or master teachers; and
   b. a college or university representative.

(b) Documentation that supervisory team members meet at least the following criteria:

1. Three years of successful teaching experience;
2. One year of supervisory experience in an educational setting; and
3. Successful completion of an appropriate competency-based supervisory training program.

(c) Provision for meeting the following supervisory responsibilities:

1. Development of diagnostic/prescriptive Individualized Educational Plan for each intern, to be updated at least every eight weeks, and to include:
   a. identification of:
      i. competencies, skills, and subskills, to be demonstrated;
      ii. conditions under which demonstration will occur;
      iii. criteria for successful demonstration;
      iv. responsibilities of interns and supervisory team for documentation, including portfolio requirements; and
      v. recommendations for staff development or remediation.
   b. observation of all performance of competencies and skills in field setting;
   c. documentation of satisfactory/unsatisfactory performance on all competencies, skills, and subskills;

d. provision of feedback and support services as needed;
e. arrangement for staff development or remedial training as needed;
f. presentation of appropriate data and evaluation to the program administrator responsible for final evaluation and recommendations for certification.

(5) It shall be the responsibility of the Teacher Education Center to maintain an adequate system of intern personnel accounting, including a permanent accumulative record for each intern:

(a) Each individual record should include:

1. assigned experiences,
2. checklist of competencies, skills, and subskills demonstrated,
3. a copy of the individual educational plan, and
4. final satisfactory/unsatisfactory recommendation of program administrator;

(b) The file will be kept by the Teacher Education Center responsible for administering the program and will be subject to the personnel rules of the designated district;

(c) Additional records shall be kept showing all applicants, the results of screening, placement and recommendation for certification.

6A - 5.73 Resources for year-long internship programs. Institutions seeking program approval shall demonstrate to the commissioner that they have the resources to support an adequate year-long internship program, to include:

(1) Program administrator(s) and supervisors who hold a master's degree or its equivalent, who have had appropriate school experience, who understand the problems and needs of the range of institutions for which they are providing personnel and who are aware of the total resources of the institution as they relate to the year-long internship program.

(2) Adequate rewards for supervisory team members.

(3) Fiscal resources for program management.

(4) Fiscal and personnel resources for supervisory training and intern staff development and/or remediation.

6A - 5.74 Evaluation of the year-long internship program. Institutions participating in the year-long internship program shall develop strategies for adequately evaluating:

(1) Program area strategies which include:

(a) Application and selection procedures;

(b) Application and selection procedures;

(c) Nature and quality of supervision;

(d) Demonstration and assessment of competencies, skills, subskills;

(e) Documentation of performance;

(f) Feedback and intern support;

(g) Supervisory and intern training; and

(h) Other program areas as appropriate.

(2) Program management and follow-up through surveys of interns completing the program and other summative data.

~~6A - 5.71~~ 6A - 6.71 Unchanged

~~6A - 5.72~~ 6A - 6.72 Unchanged

~~6A - 5.73~~ 6A - 6.73 Unchanged

~~6A - 5.73~~ 6A - 6.74 Unchanged

APPENDIX C
Schedule of Project Activities

APPENDIX C

Leon County–FSU/FAMU Project Chronology

Date	Activity
January 15, 1979	Year-long Internship position paper by TEC director presented to COTE
April 24	FSU, FAMU, Leon representatives serve on COTE task force on YLI
May 15-June 19	FSU/FAMU/Leon ad hoc committee on year long internships
September 13-19	Informal meetings are held with district, university and DOE personnel discussing concepts for a proposal
September 27	Request for Proposals received
October 8	Articulation with Lively certification program
October 10	TEC Advisory Committee reviews draft and approves proposal
October 15	Policy board reviews and approves proposal (Deans, superintendent and TEC chairman)
October 23	Meeting with FEA-United representatives for input
October 31	TEC facilitating committee reviews final draft
November 6	Leon County School Board approval received
December 4	Notification of awarding of contract received
December 13	Integration with Vocational Certification Program
December 14-21	Planning meetings with design team chairman
January 10, 1980	Policy board approves development and field test activities
January 15	Steering committee planning
January 22	Task force work session
January 25	Planning/coordination with doctoral research
January 28	Materials review in Chipley

January 28-29	Discussion with TEC directors and university contacts
February 5-March 19	Coordination and Supervision team meetings
February 8-March 19	Placement and selection committee meetings
February 8-March 19	Observation and documentation team meetings
March 5	Project directors meeting
March 19	Task force work session
March 20	FATE presentation
March 17-August 15	Research on performance ratings and performance evaluation
March 31-August 25	Variety of Experiences team meetings and documentation with aides/paraprofessionals
March 31-July11	Policy and Rules committee meetings
March 31-June 13	Portfolio documentation
March 31-June 2	Training team meetings
March 31-June 2	Documentation with Graduate Interns
April 14	Discussion with TEC directors and university contacts
April 14-15	Workshop with Wakulla project
April 21	Task force work session
April 21-25	Observation and visitation to Georgia Assessment sites
April 24	Lively vocational certification policy board meeting and review
April 28-May 25	Fourth year documentation
April 28-May 9	Documentation with beginning reachers
May 2	Meeting with Hillsborough project
May 22	Project directors meeting
May 27	Task force work session
June 25	Meeting with FTP-NEA representative for input

May 28-July 30	Drafting and review of report and rules
July 31	Policy board review of project activities and planning future directions
August 6	Task force work session on supervision manual
August 21	TEC Advisory Council review and future directions

APPENDIX D

Manual for the Supervision Team

Leon Co. TEC
9/19/80

YEAR-LONG INTERNSHIP
MANUAL FOR THE SUPERVISING TEAM

(Outline for field test)

OBJECTIVES	ACTIVITIES	RESOURCES
OVERVIEW		
Supervisors will be able to describe the teacher education certification requirements, to include: relevant laws, rules and regulations of the state, university requirements and district requirements, and procedures for securing regular certification.	Review and Discussion - small group - large group	Legislation State Board Rules University Requirements District Guidelines
Supervisors will be able to describe the nature of the cooperative internship program that the district and university are participating in as it applies to undergraduates, graduates and beginning teachers.	Lecture/Discussion	Overview from YLI Program
Supervisors will be able to describe the nature of the training program for developing supervisory team competencies, including areas of knowledge and skills.	Review and Discussion	Objectives for Course
ASSUMPTIONS		
Supervisors will be able to list the assumptions which underlie an extended clinical field experience for teacher education candidates.	Small Group Discussion Sharing Issues and Concerns	Participants' Experiences
Supervisors will be able to list the assumptions which underlie the cooperative year-long internship program that the district and university are participating in.	Review and Discussion	Assumptions from YLI Report
Supervisors will be able to list the assumptions upon which the clinical supervision process is based.	Review and Discussion	Assumptions from YLI Report

Leon Co. TEC
9/19/80

YEAR-LONG INTERNSHIP
MANUAL FOR THE SUPERVISING TEAM

(Outline for field test)

OBJECTIVES	ACTIVITIES	RESOURCES
ROLES AND RESPONSIBILITIES		
Supervisors will be able to describe the responsibilities for the supervisory team in the areas of planning, facilitating experiences, assessing and validating competencies, training and support, and evaluation.	Review and critique team responsibilities in small groups large group discussion	Roles and Responsibilities from YLI Report
Supervisors will be able to identify the primary and support responsibilities of each member of the supervisory team.	Develop responsibilities and compare with project list	Roles and Responsibilities from YLI Report Roles and Responsibilities from Funk, et.al
PROCEDURES	— —	--
Supervisors will be able to describe procedures for planning a variety of experiences for the teacher education candidate.	Identify and compare procedures with YLI list. Discuss IEP possibilities	Procedures from YLI Report Activities from Funk, et.al
Supervisors will be able to describe the procedures for providing ongoing supervision for the teacher education candidate.	Review YLI described procedures for supervision in small groups	Competency check list Acheson and Hansen
Supervisors will be able to describe procedures for assessing demonstration of the generic competencies and subskills by the teacher education candidate.	Review YLI procedures for competency assessment	" " "
Supervisors will be able to describe the procedures for documenting demonstration of competencies and subskills by the teacher education candidate.	Review check list	" " "
Supervisors will be able to describe procedures for providing developmental training for the teacher education candidate.	Discuss possibilities for IEP	" " "
Supervisors will be able to describe procedures for evaluating the satisfactory or unsatisfactory demonstration of required skills in the program.	Review evaluation alternatives	" " "
Supervisors will be able to describe procedures for providing feedback to the teacher education candidate.	Role play and group discussion	" " "

Leon Co. TEC
9/19/80

YEAR-LONG INTERNSHIP
MANUAL FOR THE SUPERVISING TEAM

(Outline for field test)

OBJECTIVES	ACTIVITIES	RESOURCES
KNOWLEDGE AND SKILLS		
Supervisors will be able to plan experiences for the teacher education candidate, including the identification of the learning outcomes, skills to be demonstrated and alternative activities for demonstration.	Given information on a candidate, complete an IEP	Generic Subskills list
Supervisors will be able to implement a diagnostic prescriptive approach to planning for training and other experiences which is developmental based upon the strengths and weaknesses of the candidate.	Describe alternative training and experiences for given strengths and weakness	
Supervisors will be able to state behavioral indicators for each of the generic competency subskills, or describe behaviors which provide data for groups of subskills.	Small groups will develop indicators Teaching situations will be analyzed	Generic Subskills list Video tapes
Supervisors will be able to demonstrate each of the generic competencies and subskills.	Role playing and micro teaching	Subskills list
Supervisors will be able to use a variety of observational strategies for verbal and nonverbal interactions to collect data on demonstration of competencies and subskills.	Data collection in a variety of settings	Video tapes Acheson and Hansen
Supervisors will be able to document the demonstration of competencies and subskills using the portfolio approach and checklist.	Documentation from a variety of situations	Check list
Supervisors will be able to demonstrate the clinical supervision technique including pre-observation conference, observation, data analysis, post-observation conference and conference evaluation.	Role play and conference with intern or another teacher	Acheson and Hansen Video tapes
Supervisors will be able to provide appropriate non-evaluative and evaluative feedback to teacher education candidates.	Role play and demonstration	Acheson and Hansen Video tapes
Supervisors will be able to demonstrate appropriate interpersonal and group communication strategies for use with team members and teacher education candidate.	Role play and simulation	